

Design Principles		
	Teacher Planning	Student Outcomes
Nurtures relationships and community	<ul style="list-style-type: none"> ○ Teacher integrates team-building exercises into lesson plan ○ Teacher utilizes collaborative learning techniques (e.g., jigsaw, role assignment, 4 corners) ○ Teacher utilizes chevruta-style learning/pair-share techniques ○ Other _____ 	<ul style="list-style-type: none"> ○ Students use language that indicates a valuing of community ○ Students help one another to understand concepts ○ Students work together to complete a task ○ Other _____
Makes rich content accessible	<ul style="list-style-type: none"> ○ Teacher spends time deepening their understanding of specific content area ○ Teacher uses informal education methods (e.g., debates, storytelling, music, poetry, art, photography, film) ○ Teacher uses understanding of students' cultural interests to create lesson plan ○ Other _____ 	<ul style="list-style-type: none"> ○ Students produce work that reflects a deep understanding of the content ○ Students show engagement in informal educational methods ○ Students are able to find relevance in the content ○ Other _____
Speaks to the questions of daily life	<ul style="list-style-type: none"> ○ Teacher utilizes storytelling in the lesson plan ○ Teacher shares his or her connection to the content ○ Teacher considers students' developmental stage when creating lesson plan ○ Teacher has informal, one-on-one conversations with students to identify teachable moments ○ Other _____ 	<ul style="list-style-type: none"> ○ Students share personal anecdotes related to the content ○ Students feel safe to share struggles ○ Students demonstrate an understanding of the connection between text and self ○ Other _____
Enables inquiry, reflection, and meaning making	<ul style="list-style-type: none"> ○ Teacher integrates challenging texts into the lesson plan ○ Teacher utilizes all levels of Bloom's Taxonomy when crafting questions ○ Teacher utilizes inquiry tools (journal, question box, collage, interview) ○ Other _____ 	<ul style="list-style-type: none"> ○ Students actively engage with challenging texts ○ Students create their own questions ○ Students formulate responses to content through inquiry tools ○ Other _____

since not 1:1, change format of chart
 add elements of KDBB where appropriate
 create rubric (1-4) to go along with the chart

Guide for selecting appropriate noticing tool, keeping in mind student learning styles

Assessment – Noticing Tools		
	Teacher Methods	Student Outcomes
Oral	<ul style="list-style-type: none"> ○ Storytelling ○ Interview ○ Improvisation/scenarios ○ Bibliodrama ○ Soap-box speech ○ 4 Corners ○ Agree or disagree spectrum ○ Chevruta ○ Other _____ 	<ul style="list-style-type: none"> ○ Students re-tell facts or stories ○ Students demonstrate creative thinking ○ Students demonstrate critical thinking ○ Students create personal interpretations ○ Students express their opinions ○ Students utilize prior knowledge to draw meaning
Written	<ul style="list-style-type: none"> ○ Opinion/persuasive essay ○ Journal ○ Poetry/song-writing ○ Questionnaire/chart ○ Other _____ 	
Art-Based	<ul style="list-style-type: none"> ○ Collage/torn paper art ○ Painting/drawing ○ Photography ○ Comic ○ Sculpture ○ Interpretive dance ○ Other _____ 	

LOMED skills –

Writing learner outcomes in the 4 domains, aligning learning to the outcomes, deciding on a noticing tool, writing appropriate prompts, collecting and analyzing data, improving practice based on data

Before using the rubric at all, teachers must have a shared vision of success (with ed director)

Teacher Collaboration				
	1	2	3	4
Planning	Teachers plan independently, providing their co-teacher with lesson plans in advance	Teachers decide on big ideas collaboratively and write lesson plans independently	Teachers decide on big ideas collaboratively and split up the work of independent planning based on areas of interest and strength	#3, followed by mid-week phone conversations and emails to work on strengthening lesson plans
Teaching	Teachers teach one at a time, with the “off” teacher disengaged	Teachers teach one at a time, while the “off” teacher supports as needed	Teachers teach one at a time, while the “off” teacher is actively assisting	Teachers co-teach, with leadership according to strengths
Evaluation	Teachers avoid communicating regarding evaluation	Teachers evaluate their own teaching	Teachers evaluate one another informally	Teachers work collaboratively (face to face, on the phone, or over email) to identify successes and challenges, according to a protocol